

MANIFESTATION DETERMINATION WORKSHEET

Information:

What is a manifestation determination?

A manifestation determination is a review of the student's behavior that broke school rules and of the nature of the student's disability to see if having the disability made it more likely that the student would break the school rules. The review must be no later than 10 school days after the decision to "change the placement." The 504 Team must make the review.

Information that the 504 Team must review as it relates to the behavior:

Evaluation and testing results

Observations

The 504 plan

The student's placement

The behavior is not related to the student's disability if the 504 Team decides:

The 504 plan and placement were appropriate and the services given are as stated in the 504 plan.

The student's disability did not stop the child from understanding what would happen as a result of breaking the rules.

The student's disability did not make it hard for the child to control the behavior that broke the rules.

If the 504 Team finds problems with the 504 plan, the placement or the services provided, the 504 Team must make the changes needed to correct the problem.

If the 504 Team decides that the behavior is not related to the student's disability, the discipline procedures for students that do not have a disability can be used. If the student is removed from school placement, services must be provided so that the student can make progress in the general education curriculum and in the 504 goals.

Who makes up the 504 Team?

The Section 504 Team is responsible for making decisions about the relationship between the disability and behavior when the behavior will result in a suspension of more than ten days in a school year. At least one member of the 504 Team should be the same sex and same race as the student being referred. Members of the IEP Team must include:

A representative of the local education agency who:

- a. is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities,
- b. is knowledgeable about the general education curriculum,
- c. is knowledgeable about the availability of resources of the local educational agency.

At least one regular education teacher of the student (if the child is, or may be participating in the regular education environment).

An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above.

The parent(s) or legal guardian(s) of the student.

At the discretion of the parent(s), legal guardian(s) or the local education agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

What is a "change of placement?"

The removal or suspension of a student is a "change in placement" when the student is removed from school for discipline problems for more than ten days. A removal for less than ten days may be considered a change in placement if such a removal results in the total number of days removed

from the school year exceeding ten days and a determining that a pattern of exclusions has been established. In determining whether further removal would create a pattern three variables must be considered:

The length of the removal being considered,

the total number of days the student has been previously suspended during the current school year, and the amount of time that has elapsed between previous suspensions;

Information gathered should be more comprehensive than merely determining the area of eligibility for 504 services. Specific information about the student's behavioral history (chronically and acuity of documented behavioral difficulties) and the impact of the student's individual disability on his capacity to control the behavior subject to disciplinary action should be considered.

Both cognitive impairments and the ability to plan and set goals must be included when considering a manifestation determination. Any degree of contribution to the behavior related to the disability should result in a determination that the behavior is a manifestation of the disability.

Is impulsive behavior a characteristic of this student's disability? Knowledge of a rule does not mean that the student can control the behavior.

Anecdotal information should include where the behavior occurred, who was around, what happened before, during and after the behavior.

An antecedent which triggers a behavior may not be just the events and circumstances just before the behavior occurs. Some behavior is triggered by past events in the student's history.

Does the 504 plan address the student's individual disability and educational needs? If there are deficiencies in the 504 plan, the 504 Team must correct such deficiencies and preclude any consideration that the behavior was not a manifestation of the disability.

Giving the student the code of conduct or a student handbook may not be enough of an explanation for a student with a disability. The disability of a student should be taken into account in the manner in which the rules are explicitly explained or taught.

Revised 4/06

Madison County Schools

Manifestation Determination Review (Applicable to all students receiving Section 504 services)

Student Name: _____ DOB: _____

School: _____ I.D. #: _____

Date of Meeting: _____

Required committee membership: Parent, administrator, teacher, appraisal person, and student, if appropriate. To determine that the behavior was/was not a manifestation of the disability (ies), the Committee needs to consider all relevant information in terms of the behavior subject to disciplinary action. Please check data sources that are available.

Data being considered (check each one):

- _____ 504 plan Dates: _____
- _____ Progress reports/report cards Dates: _____
- _____ Assessment/evaluations Dates: _____
- _____ Medical information, including diagnosis and medication Dates: _____
- _____ Interviews conducted Dates: _____
- _____ Direct observations Dates: _____
- _____ Discipline reports for the current school year Dates: _____
- _____ Functional Behavioral Assessment (attach) Dates: _____
- _____ Behavioral Intervention Plan (attach) Dates: _____
- _____ Other: _____ Dates: _____

History of disciplinary actions during current school year:
Number of incidents: _____ Dates: _____

Number of administrative assignments of in-school suspension:	total # of actual days:
Number of administrative assignments of out-of-school suspension:	total # of actual days:
Longest # of consecutive days suspended:	

Current Disciplinary Incident:

- Was a weapon involved?
- Were drugs involved?
- Did serious bodily injury occur?

Summarize the administrative authority's written findings:

Summarize the available information from persons who observed the violation of the student code of conduct when it occurred:

Implementation of 504:

- Describe how the academic and behavioral goals on the child's 504 are being implemented:

- Describe how the accommodations and supplementary services included in the child's 504 are being implemented:

Consider the following questions prior to reaching a decision about the behavior being a manifestation of the disability:

- Does the child have a behavior intervention plan (BIP) based on a functional behavioral assessment? Summarize the BIP.

- Explain how and when the interventions and/or plans were revised if they were not effective? List dates these occurred:

FUNCTIONAL BEHAVIORAL ASSESSMENT SUMMARY
(Information in red italics is for clarification.)

Student Name: _____ Date: _____

School: _____ Grade: _____

I. Current Status

A. Current Educational Status:

Attendance: from PowerSchool look for individual class attendance for middle school/high school to see patterns in skipping or leaving school early/tardies that could be an indicator of problems or a cause of them.

Grades: from PowerSchool progress reports can be run in between report cards and are always good information; parents don't always know what assignments are missing or that their child has a poor grade in a class

Testing Results (include EOG/EOC scores for the past three years): from cumulative record; be sure to note retest levels as well as first administration

B. Medications: Is student taking any medication that may affect behavior?
from parent interview as well as interview with school nurse and student note how long the medication has been prescribed, last dr. visit, all doctors involved with student and specialty areas (i.e., psychiatrist, family doctor, neurologist, etc.) and who prescribes what medication get release of information for all doctors involved with the child

C. Does medical condition exist that may have affected behavior? *list all medical conditions whether or not medication is prescribed*

D. Are there significant home, family, or living situation issues (e.g. divorce, illness, death, agency intervention, etc.)? *from parent interview, community interview, sometimes student and teacher interviews. Note DJJ, DSS, mental health and to what extent (counseling, after school services, etc.) and any other agency involvement*

E. Student strengths and/or likes: *from student and parent interviews; sometimes teacher interviews*

II. Assessment of behavior

A. Present level of behavioral performance (strengths and weaknesses): *collected from teacher interview at top and the observation data collected by multiple observers (best practice) over multiple observations. Also discipline records. This is a specific statement of measured data for the negative behavior. Example "Student kicks teachers approximately 3 times a day 4 to 5 days per week. Student yells obscenities in a loud voice continually throughout his math class. Student runs through the halls and hits peers in the back of the head approximately 2 times per week during transitions between the classroom and lunch/bathroom" Can also be used as a portion of the PLAFP for IEP goal*

Revised 8/07

B. Disciplinary Reports for the current school year – to include information on ISS, OSS, number of office referrals, bus suspensions, and parent conferences. Please attach to the summary.

C. Description of the target behavior (the most significant behavior that interferes with the student's education) as identified by team: *A statement of the negative behavior in more general terms. Example: Student engages in verbal and physical aggression toward staff and peers multiple times per week in every class period/subject.*

D. Events that may trigger the target behavior: *from teacher interview, sometimes parent and student interviews; also observation data*

- | | |
|---|---|
| <input type="checkbox"/> Does not understand task | <input type="checkbox"/> Unable to process directions |
| <input type="checkbox"/> Negative feedback | <input type="checkbox"/> Home concerns |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Directive/request from staff |
| <input type="checkbox"/> Social issues | <input type="checkbox"/> Off task |
| <input type="checkbox"/> Time of day _____ | <input type="checkbox"/> Provocation of peers |
| <input type="checkbox"/> Transitions between task | <input type="checkbox"/> Transitions between settings |
| <input type="checkbox"/> Interruption | <input type="checkbox"/> Alone (no attention) |
| <input type="checkbox"/> Redirected from inappropriate activity | |
| <input type="checkbox"/> Environmental factors (class size, desk location, presence or absence of peer) | |
| <input type="checkbox"/> Physical demands – noise, clothing, temperature | |
| <input type="checkbox"/> Inability to communicate basic needs and wants | |
| <input type="checkbox"/> Biological demands (amount of sleep, hunger, allergies, illness) | |
| <input type="checkbox"/> Student perceives task as too difficult | |
| <input type="checkbox"/> Other _____ | |

E. Events that typically follow target behavior in the school setting: *from teacher interview, observation data, discipline logs*

- | | |
|---|---|
| <input type="checkbox"/> Positive social reinforcement | <input type="checkbox"/> Removed from classroom |
| <input type="checkbox"/> Corrective feedback | <input type="checkbox"/> Sent to principal's office |
| <input type="checkbox"/> Suspension | <input type="checkbox"/> In school suspension |
| <input type="checkbox"/> Teacher discontinues directive/request | |
| <input type="checkbox"/> Other _____ | |

F. What is the function of the target behavior? *The best estimate of the team based on patterns of behavior, antecedents, and consequences*

- | | |
|--|--|
| Access (to gain something): | Avoidance: |
| <input type="checkbox"/> Adult attention/assistance | <input type="checkbox"/> avoid a task/activity |
| <input type="checkbox"/> Peer attention/acceptance | <input type="checkbox"/> avoid a demand/request |
| <input type="checkbox"/> A desired item/activity(tangible) | <input type="checkbox"/> avoid a person |
| <input type="checkbox"/> Self-stimulation (sensory) | <input type="checkbox"/> avoid change/transition |
| <input type="checkbox"/> Other _____ | |

G. Does the behavior appear random or can a pattern be established? *Unless the behavior was an isolated incident (one time drug possession, aggression when no aggression has ever been noted before, etc.) then some type of pattern can usually be established.*

H. Describe reinforcers (activities, people, tangible items, token economies, etc.) that have been attempted and their effectiveness. State the time period which they were used: *from teacher interview, parent interview, student interview, observation data, record review of past BIPs if any*

I. Hypothesis Statement:

In X (where/situation), the student does Y (behavior) to Z (function).

“In X” comes from section C above. “The student does Y” comes from part B above. “To Z” comes from part D and E above

J. Is the student’s behavior linked to a skill deficit or a performance deficit?

 Skill deficit? (Is there evidence that the student does not know how to perform a specific behavioral skill linked to his or her inappropriate behavior?)

AND/OR

 Performance deficit? (Does the student have the skill but does not choose; or at times is unable to choose to modify his or her behavior?)

Explain:

There have been very rare times that I have marked only one of these. Most of the time I choose to mark both. Most of the time the student does not have the complete skill to perform the required behavior (needs to be taught the behavior when applied to specific instances or when with specific people). He/she may know part of the skill, but needs to be taught to generalize to all settings at school in all situations. Also, the student shows a performance deficit when they “know better” at home and don’t know better at school, or do well for one teacher and not another, do well during football season and not after, etc. In my opinion, if a student has a performance deficit, he also has a skill deficit that should be addressed through instruction.

Revised 8/07

FUNCTIONAL BEHAVIORAL ASSESSMENT SUMMARY

Student Name: _____ **Date:** _____

School: _____ **Grade:** _____

I. Current Status

A. Current Educational Status:

Attendance:

Grades:

Testing Results (include EOG/EOC scores for the past three years):

B. Medications: Is student taking any medication that may affect behavior?

C. Does medical condition exist that may have affected behavior?

D. Are there significant home, family, or living situation issues (e.g. divorce, illness, death, agency intervention, etc.)?

E. Student strengths and/or likes:

II. Assessment of behavior

A. Present level of behavioral performance (strengths and weaknesses):

B. Disciplinary Reports for the current school year – to include information on ISS, OSS, number of office referrals, bus suspensions, and parent conferences. Please attach to the summary.

C. Description of the target behavior (the most significant behavior that interferes with the student’s education) as identified by team: _____

D. Events that may trigger the target behavior:

- | | |
|---|---|
| <input type="checkbox"/> Does not understand task | <input type="checkbox"/> Unable to process directions |
| <input type="checkbox"/> Negative feedback | <input type="checkbox"/> Home concerns |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Directive/request from staff |
| <input type="checkbox"/> Social issues | <input type="checkbox"/> Off task |
| <input type="checkbox"/> Time of day _____ | <input type="checkbox"/> Provocation of peers |
| <input type="checkbox"/> Transitions between task | <input type="checkbox"/> Transitions between settings |
| <input type="checkbox"/> Interruption | <input type="checkbox"/> Alone (no attention) |
| <input type="checkbox"/> Redirected from inappropriate activity | |
| <input type="checkbox"/> Environmental factors (class size, desk location, presence or absence of peer) | |
| <input type="checkbox"/> Physical demands – noise, clothing, temperature | |
| <input type="checkbox"/> Inability to communicate basic needs and wants | |
| <input type="checkbox"/> Biological demands (amount of sleep, hunger, allergies, illness) | |
| <input type="checkbox"/> Student perceives task as too difficult | |
| <input type="checkbox"/> Other _____ | |

E. Events that typically follow target behavior in the school setting:

- | | |
|---|---|
| <input type="checkbox"/> Positive social reinforcement | <input type="checkbox"/> Removed from classroom |
| <input type="checkbox"/> Corrective feedback | <input type="checkbox"/> Sent to principal’s office |
| <input type="checkbox"/> Suspension | <input type="checkbox"/> In school suspension |
| <input type="checkbox"/> Teacher discontinues directive/request | |
| <input type="checkbox"/> Other _____ | |

F. What is the function of the target behavior?

- | | |
|--|--|
| Access (to gain something): | Avoidance: |
| <input type="checkbox"/> Adult attention/assistance | <input type="checkbox"/> avoid a task/activity |
| <input type="checkbox"/> Peer attention/acceptance | <input type="checkbox"/> avoid a demand/request |
| <input type="checkbox"/> A desired item/activity(tangible) | <input type="checkbox"/> avoid a person |
| <input type="checkbox"/> Self-stimulation (sensory) | <input type="checkbox"/> avoid change/transition |
| <input type="checkbox"/> Other _____ | |

G. Does the behavior appear random or can a pattern be established?

H. Describe reinforcers (activities, people, tangible items, token economies, etc.) that have been attempted and their effectiveness. State the time period which they were used:

I. Hypothesis Statement:

In X (where/situation), the student does Y (behavior) to Z (function).

J. Is the student's behavior linked to a skill deficit or a performance deficit?
____ Skill deficit? (Is there evidence that the student does not know how to perform a specific behavioral skill linked to his or her inappropriate behavior?)

AND/OR

____ Performance deficit? (Does the student have the skill but does not choose; or at times is unable to choose to modify his or her behavior?)

Explain:

Behavior Intervention Plan – Page 1

To be completed after the Functional Behavior Assessment

Step 1: Identify *what we want the student to do* instead of the negative target behavior.
(Define one new replacement behavior and record it in the form of a goal.)

Step 2a: What are the instructional strategies that will be used by the teacher/staff? (Include specific strategies such as modeling, demonstrations, role plays, and social stories.)

Person Responsible
(Position/title)

Step 2b: Opportunities through which the student will practice replacement behavior:
(This is not limited to locations within the school but should focus also on the actual opportunities for practicing the skill in the student’s natural educational environment.)

Person Responsible
(Position/title)

Step 3: List rewards/reinforcement (This must be based on what the student is willing to work for and would like to earn. Be sure to ask student what he/she would like to earn! Try to include his/her interests and enthusiasms! Some ideas might include social time, extra computer time, supervised free time, stickers, edible treats, etc.)

Rewards/reinforcement:

**Person Responsible
(Position/title)**

Step 4: Consequences: (These should be clear, concise, enforceable, and related to the target behavior. Withholding a reward is a natural consequence for many behaviors.)

**Person Responsible
(Position/title)**

Step 5: Modifications to the regular school/classroom discipline plan (Decisions about modifying the regular school/classroom discipline plan should be made on an individual basis. If the behavior is not an aggressive behavior, modification to the regular school discipline may not be appropriate.

Contacting the EC Compliance Manager before determining disciplinary action is one way to modify the school discipline plan and ensure continuous communication with the IEP team.):

Step 6: Accommodations to School Environment (Consider the environmental surroundings, schedule adaptations, use of picture schedules and self-monitoring instruments, communication plans, etc.) Individualize these based on the student's needs and consider adding them as accommodations and modifications for the IEP.

Accommodation/Modification	Responsible Person/Class or Activity

If the student's behavior has potential of escalating to a level of imminent endangerment of self or others, describe the plan for crisis management/prevention and disciplinary procedures: (include persons responsible and actions to be taken.)

Set time for review of plan (4-6 weeks) _____

Signatures of participants

Title

Date

